



# Directions for Administration





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Dear Teachers,

Harcourt is pleased to participate in the *South Dakota Team-Led Alternate Assessment and Reporting System* (STAARS). The teachers who worked on developing the STAARS Extended Standards did a masterful job. Much of that work has been incorporated into this assessment system.

This inaugural year of the South Dakota–Harcourt partnership in alternate assessment is an exciting one. Because this is the first year, data collected from the Rating Forms will be used to establish baseline data for student performance. This information will enable South Dakota and Harcourt to refine the instruments and processes, and ensure that participating teachers get the information they need.

*The Harcourt–South Dakota Team*



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# Introduction

The *South Dakota Team-Led Alternate Assessment and Reporting System* (STAARS) is designed to measure the following skills of students who are enrolled in Special Education programs:

- Communication
- Community Use
- Functional Academics
- Leisure
- Social
- Academic Skills–Reading/Language Arts
- Academic Skills–Mathematics

All the skill areas have been aligned with the South Dakota Extended Standards. The first five skill areas are drawn from the *Adaptive Behavior Assessment System–Second Edition* (ABAS–II; Harcourt Assessment, 2003). The Reading/Language Arts and Mathematics sections are taken from the South Dakota Extended Standards written by South Dakota Teachers and aligned by the Buros Center for Testing.

Measurement of adaptive skill strengths and limitations is important for individuals with developmental delays, mental disabilities, or other disorders. Multiple sources of information about an individual improve the reliability and validity of the assessment and provide information about the consistency of an individual's adaptive skills across settings in response to different environmental demands. The information obtained with STAARS may be used to measure the extent to which these individuals are able take care of themselves and relate to others during daily living. The following forms are to be completed for each student in Fall 2004 and Winter/Spring 2005:

- The STAARS Rating Form
- The Reading/Language Arts Data Collection Form
- The Mathematics Data Collection Form

# The Special Education Teacher's Responsibilities

As the Special Education Teacher, you are the designated leader and coordinator for the administration of the STAARS. You are responsible for:

- Distributing and collecting the STAARS Rating Forms
- Recruiting two other colleagues to independently complete Rating Forms;

Your colleagues should know the student and interact with him or her in the following capacities:

Speech and Language Therapist

Occupational Therapist

Paraprofessional

Regular Ed Teacher

Counselor

Principal or Designee

Physical Therapist

Head Special Ed Teacher

School Nurse

Other Member of IEP Team

It takes about 30 minutes to complete a Rating Form for each student. The colleagues you ask to complete the Rating Form do not need special training, but they must complete the Rating Form according to standardized procedures. To ensure accurate and reliable results, read these materials before distributing the Rating Forms. **Each person who completes a Rating Form should do so on-site and return it to you when he or she is finished.**

- Providing evidence of the student's work as listed on the Reading/Language Arts and Mathematics Data Collection Forms.
- Returning all materials to the Test Coordinator for your school or district. If you are also the Test Coordinator, refer to the Test Coordinator's Manual for further instructions on returning materials to Harcourt.

## Having a Colleague Rate More Than One Individual

Occasionally, you may need a colleague to rate more than one student in a classroom, special school, or facility. If this is necessary, tell your colleague to focus carefully on rating the adaptive skills of each student. Encourage him or her to take a break after completing each Rating Form to ensure the objectivity of the ratings.



## Completing the Rating Form

You and your colleagues need to complete the information required on the Demographic Data Page for the student you are rating.

### Completing the Demographic Data Page

The Demographic Data Page has two sections—one for the student's information and one for the rater's information. You may want to check this section on the Rating Forms that your colleagues return to make sure that information is consistent and complete.

### Calculating the Student's Age

To calculate the student's chronological age, subtract his or her birth date from the actual date you complete the Rating Form.

Remember this when you are subtracting:

- 1) When borrowing days from a month, always borrow 30 days regardless of the month.
- 2) When borrowing months from a year, always borrow 12 months.

	Year	Month	Day
Date Tested	<del>1998</del> <sup>1997</sup>	<del>6</del> <sup>8</sup> 17	<del>18</del> <sup>48</sup>
Date of Birth	1991	6	20
Age	6	11	28

### Indicating the Content Area Tested or Rated as Part of a Plan

The state is collecting information about Individualized Education Plans (IEP), Section 504 of the Vocational Rehabilitation Act (504), and the Limited English Proficiency (LEP) programs for federal reporting purposes. Most students are covered by an IEP. Though infrequent, some students may be covered by a 504 plan if parents, guardians, or conservators decline some services. Some students may be covered by IEP and LEP plans. Please check all the boxes that apply to the student.

Going from left to right and then top to bottom, check the appropriate box to indicate if a content area is being tested with the D-STEP or STAARS as part of the student's IEP, 504, or LEP.

### Accommodations Needed/Used

If any accommodation (e.g., a communications board, a head pointer, or a Phonic Ear®) is needed for the student, please note it in this section on the Rating Form.

## Rating Each Skill Area

STAARS measures different types of daily living activities and academic skills. Ratings indicate the degree to which a student exhibits these daily skills independently and, if so, how often he or she does so when appropriate or needed. A guide to the rating scale appears on page 2 of the Rating Form. *Please rate every item*, even if some items do not seem to apply to the student's age group or are difficult to rate.

- Circle **0** (*Is Not Able*), if the student cannot perform the activity or behavior described.
- If the student is able to perform the activity or behavior, circle **1** (*Never or Almost Never When Needed*) to indicate that he or she never or almost never does it.
- Circle **2** (*Sometimes When Needed*) to indicate that he or she sometimes does it.
- Circle **3** (*Always or Almost Always When Needed*) to indicate that he or she always or almost always does it now, or that he or she accomplished it fully when younger.
- If you are guessing about the frequency of the behavior, check the box to the right of the item you are rating under the heading **Check If You Guessed**.
- If you have comments about a particular item or rating, check the circle in the Comments column on the right and record your notes on page 12.

**Please remind your colleagues to add the number of items guessed and their ratings for each section in the boxes labeled Total. A sum should never be more than the maximum score for a section.**

Please call **Harcourt Customer Service** at **1-800-211-8378** if you have any questions about completing the STAARS Rating Form.

## Checking the Completed Rating Form

After your colleagues have returned their Rating Forms, make sure that a rating was recorded for each item and that they summed the ratings for each section. (See Figure 1 for an example of summed ratings.) If an item was left blank, contact the rater and ask him or her to provide a rating. *All items must be rated to calculate the raw score for each skill area and to obtain normative scores.*

### Step 1: Sum the number of guessed ratings.

Count the total number of guessed responses (as indicated by a check in the **Check if You Guessed** box to the right of the item rating) for each skill area and write the total in the box labeled Total Guessed.

### Step 2: Sum the scores to obtain the total raw score for each skill area.

For *each* of the skill areas, sum the item ratings (1, 2, or 3) and write the number in the box labeled Total (see Figure 2). The total raw score should never be more than the maximum score indicated in this box. The maximum score for each skill area varies.

Community Use						
1. Looks both ways before crossing a street or parking lot.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
2. Orders his/her own meals when eating out.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
3. Finds the restrooms in public places.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
4. Packs his/her own clothing and supplies for overnight trips.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
5. Uses the school or local library to check out books, use reference materials, or for other purposes.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
6. Follows another's directions to nearby places.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
7. Carries enough money to make small purchases, for example, a soft drink.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
8. Walks alone to friends' houses in the neighborhood.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
9. Mails letters at the postal box or local post office.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
10. Finds a specific department in a store or business, for example, customer service department in a bank or laundry supplies in a store.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
11. Walks or rides bike alone to locations within a one-mile or five-block radius of home or school.	0	1	2	3	<input checked="" type="checkbox"/>	<input type="radio"/>
12. Carries personal identification when traveling to nearby places in the community.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
13. States general address of a travel destination, for example, "On Washington Avenue, near Lake Street."	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
14. Asks other people's advice on where to shop.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
15. Finds and uses a pay phone.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
16. Asks store clerk for product information before buying an item.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
17. Relies on himself/herself for travel in the community, for example, walks or uses public transportation, a bicycle, or a car.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
18. Takes other people on trips to nearby places, for example, takes a younger child to a park.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
19. Tells others about a store's hours of operation, for example, "10 a.m. to 9 p.m."	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
20. Shops for friends and family who may be unable to shop.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
21. Calls to find out if a repair or order is ready.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
22. Calls a repairperson if, for example, the air conditioner or heater is not working.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
23. Calls a doctor or hospital when ill or hurt.	0	1	2	3	<input checked="" type="checkbox"/>	<input type="radio"/>
				Total	50	69
				Total Guessed	2	

Figure 1 Example of Ratings and Total for a Skill Area

## Guide to Completing the Reading/Language Arts and Mathematics Data Collection Forms

As the Special Education teacher, you need to have a copy of the South Dakota Extended Standards on hand to complete the Reading/Language Arts and Mathematics Data Collection Forms. Each student should have two goals and accompanying objectives listed on each Data Collection Form. Refer to Figure 2 with the following descriptions of sections to be completed.

Please complete the student information **(A)** on each Data Collection Form and then complete the following sections.

- (B) Goal:** Write a brief description of the South Dakota Extended Standards goal you are addressing, e.g., for Mathematics, “Develop and use number sense.”
- (C) Indicator:** Use the indicator numbers listed in the South Dakota Extended Standards, e.g. for Mathematics, E.N. 1.1.
- (D)** If an **Access Skill**, check M = Motor, S = Social, C = Communication, or A = All and provide a brief description based on the appropriate text in the Extended Standards, e.g., Determines more or done to extend pattern or repeat task [C].
- (E)** Write the **dates** the sample **work** was **collected** (may be multiple dates).
- (F)** If a **Target Skill**, provide a brief description based on the appropriate text in the South Dakota Extended Standards.
- (G)** Write the **dates** the sample **work** was **collected** (may be multiple dates).
- (H)** Check the boxes that apply under the column head **Evidence of Work**.
- (I)** Rate the student’s proficiency of the skill under the column head **Teacher Rating**.

You may copy each Data Collection Form if you have more than two skills to address in each academic area.

**A** Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
First Middle Last  
School: \_\_\_\_\_ District: \_\_\_\_\_

[illegible]

**Figure 2** Guide to Sections of the Data Collection Forms

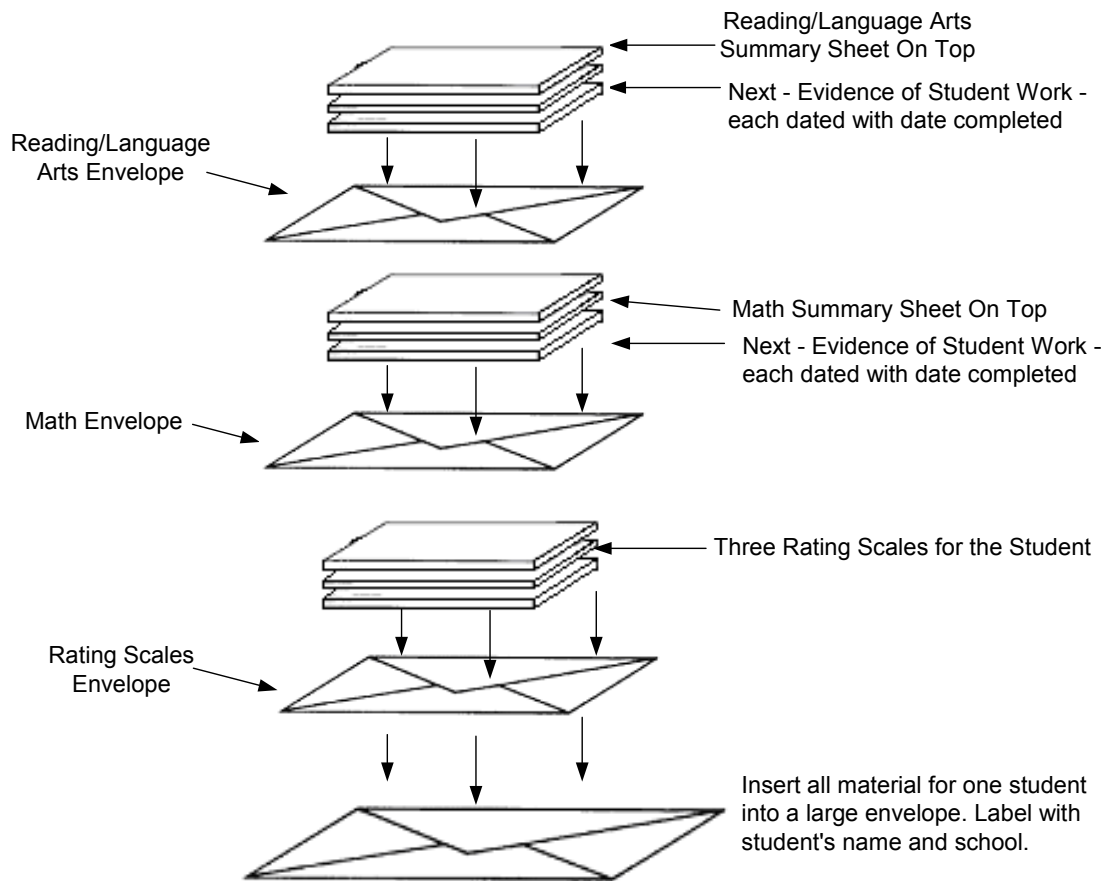
## Providing Evidence of a Student's Work

Use the Data Collection Forms as cover sheets to accompany evidence of student work that you are providing. Organize the evidence of work by content area (Reading/Language Arts or Mathematics) and insert it into the envelopes provided. Write the number and total number of envelopes (1 of 4, 2 of 4, etc.) on each envelope in the upper right-hand corner. Then, organize the materials you are returning in the following order, from bottom to top.

- ☐ Put the three (yours and your colleagues') completed Rating Forms in the pre-labeled envelope on the bottom.
- ☐ Put the Mathematics materials in the pre-labeled envelope provided. Fill in the student's name and the school name on the label and stack the envelope next.
- ☐ Put the Reading/Language Arts materials in the pre-labeled envelope provided. Fill in the student's name and the school name on the label and place the envelope on top.
- ☐ **Put the assembled material into a larger, separate envelope and label it with the student's full name.**
- ☐ Put all students' envelopes into one box. Send this to your Test Coordinator, or if you are the Test Coordinator for your school or district, send the box to the following address:

**Harcourt Assessment, Inc.**  
**c/o AccuData Services, Inc.**  
**17317 Bell North Drive**  
**Schertz, TX 78154**

**If you have questions, please call Harcourt Customer Service at 1-800-211-8378.**



**Figure 3 Collecting and Assembling the Materials for One Student**

## Frequently Asked Questions and Answers

Questions	Answers
If I am not sure how to rate an item, may I leave it blank?	No, please respond to <i>all</i> items. Evaluate if you have observed the behavior or whether you are estimating, or guessing, about the frequency of behavior. If your answer is based on an estimate, place a check in the column under the heading <b>Check If You Guessed</b> .
What if I run out of materials?	Ask your Test Coordinator for more. If there aren't any more or if you are the Test Coordinator, call <b>Harcourt Assessment Customer Service at 1-800-211-8378</b> and tell them which documents you need. The Reading/Language Arts and Mathematics Data Collection Forms are reproducible.
What if the student has a disability or condition that prevents performance of the activity?	Circle <b>0</b> (Is Not Able) if the student has a disability or condition performance of this activity.
What if the student is able to perform this activity, but needs reminders or prompting to perform it?	Because he/she is able to perform the activity do not circle <b>0</b> . Circle <b>1</b> if he/she never or almost never performs it on his/her own without reminders or prompting. Circle <b>2</b> if he/she only sometimes performs it on his/her own without reminders or prompting. You should only circle <b>3</b> if he/she performs the activity most of the time on his/her own without reminders or prompting. (Professional users may elect to ask respondents to note if the individual needs reminding or prompting).
What if the student is not able to perform this activity by himself or herself, but needs help or assistance from another person?	Unless specifically noted otherwise in an item, the focus is on independent behavior, that is, when the individual is able to perform the activity or behavior without assistance or help. Thus, circle <b>0</b> if the individual is not able to perform this activity by himself or herself, but needs help or assistance from another person. (Professional users may elect to ask respondents to note if the client needs assistance or help).
What if the student performed this activity by himself or herself at a younger age, but now has outgrown it?	Circle <b>3</b> if he/she accomplished the activity fully when younger, but is now too old for the activity. However, if the activity is still appropriate for his/her age, rate the item according to what he/she does now.
What if the student has never had an opportunity to perform this activity?	There may be several reasons that a person does not have an opportunity to perform an activity, for example, the environment in which he/she is in does not have this type of activity or a parent does not allow the activity. In this case, the respondent should be instructed to estimate, or guess, about the individual's performance of the activity and to rate the item according to whether or not the student would be able to perform the activity or behavior described if given the opportunity, and if so, how often would he or she perform it when needed.
What should I do if the student moves after I've submitted a Rating Form for him or her?	Contact Harcourt Customer Service if the student has moved to a school or district in South Dakota. A Customer Service representative will contact the new school.
Why do we need to collect evidence of student work on multiple dates?	It's important to collect documentation that demonstrates the student's ability to perform the skill on a <i>regular basis</i> . Oftentimes a student forgets or regresses and isn't able to perform the activity consistently.
Who do I call if I have questions about completing the Rating Form?	Call <b>Harcourt Assessment Customer Service at 1-800-211-8378</b> for assistance.







